

Coming Home to Yourself

Introduction

The place someone lives may or may not be considered home to them, for example a child who is living in temporary accommodation, or recently shifted into residential care might not identify this place as home. Not so long ago Molly was forced to leave her backyard home. A new friend helped her realise that she didn't completely lose her home when she had to leave, and her shell 'caravan' that she curls up in for solace and protection when things feel hard will always be there for her, like a home she carries with her (refer to e-story 'A Home away from Home').

One thing we can strive towards with children who might not feel like they live 'at home', is to help them to begin to build a sense of 'home' within themselves.

Audience

Primary School aged children or older

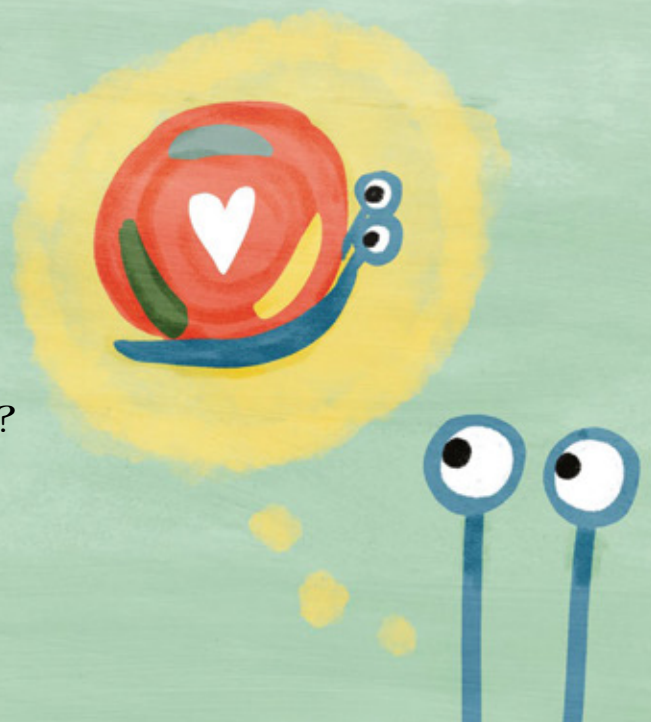
Activity

Snails carry their homes on their backs. They can duck into their shell if they feel scared or in danger.

What if you were a snail?

If you were a snail...

- what might you carry with you in your shell that could help you to feel safe?
- what might you carry with you in your shell that could help you to feel calm?
- what might you carry with you in your shell that reminds you of the people you feel the closest with?
- what favourite foods would you carry with you in your shell?
- what music would you have playing in your shell?





Coming Home to Yourself

Activity

Make a list of the 10 most important things that you would carry with you in your shell. See if you can order them from the most important to the least important.

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A Life Story Activity with Molly Snail

Introduction

Within a challenging home environment, where a child's attention has been focussed on survival and outward surveillance, the opportunity to develop and explore their internal sense of self can be limited. The child may not have had parents that were able to hear her/his stories, or share memories, or help them make sense of who they are. This is where Life Story work can be helpful.

Therapeutic Life Story work helps children to focus on their history to make sense of how their past influences the way they know themselves today. It seeks to help children towards a coherent self-narrative.







Audience

7 years of age or older

Materials

Plasticine or air-dry clay and craft bits and bobs.

Activity

-  1 Unstick Molly's shell and roll it out length wise. This long length could be a timeline of Molly's life. Her rolled out shell has different parts, like chapters or segments of her life.
-  2 I wonder what different things have happened in Molly's life that have coloured her rolled out shell? Could we guess at a story about Molly's life just looking at her rolled out shell?
-  3 What if you could roll out a timeline of your life and think about the different chapters you have lived through? What colours and textures might make up your life story so far?
-  4 Try making your own timeline out of a long rolled out length of plasticine, or air-dry clay. You might like to stick things in the plasticine, like sequins or craft bits and bobs, or you might like to make indents in places with a pencil tip or something from nature.
-  5 Can you tell a story about your timeline?
-  6 Once your timeline is made you might like to roll it up into a shell and stick it onto your snail body that you also make out of plasticine or clay

Option: If you don't have plasticine or clay you might like to try drawing or collaging your timeline?



Inside Molly's House

Introduction

Molly's shell is her sanctuary that she can slip into if she senses danger around her. It allows her instant escape from the outside world. It may not look like it from the outside but Molly's shell is very comfortable, and roomy on the inside. In fact she has many rooms that she has arranged to help her to feel comfy and calm when she is in them. She has a peaceful quiet room, a bubbles room, a bouncy room, a beanbag room, and a jelly room. It depends how she is feeling as to which room she spends the most time in. (See 'Molly's House' e-book)

Audience

Primary school aged children or older

Activity

If you had a home like Molly with rooms inside that you could decorate and arrange however you like so that when you go into them you felt comfy and calm, what would your rooms be like?



Option 1. Drawing: Draw some of the rooms in your house. What kind of rooms will you have? Include in your rooms things that help you to feel comfy and calm.

Inside Molly's House

Activity

Option 2. 'Your House' Visualisation:

Find a spot in the space you are in that feels right to sit and turn on your imagination.

You might like to close your eyes, or just look down at the floor.

Imagine opening the front door of your 'Comfy and Calm' house. Is anyone with you?

You go in. You head towards a room. You open the door and go in.

You look around. There are things in here that help you feel comfy and calm. What are they? Is there anyone here with you? Where would you like to be in the room? What would you like to do while you are here?

It's your choice if you would like to stay here or visit another room?

If you choose to visit another room, move to its door, open it, go in, and look around. There are things in here that help you feel comfy and calm. What are they? Is there anyone here with you? Where would you like to be in the room? What would you like to do while you are here?

Take a few minutes to keep visiting rooms or stay in a room until you are ready to come back to the space where your body is.

Take a few more moments to leave your Comfy house and come back into this space. Your comfy house will always be there for you to visit again.

Considering this Space

What if you were to consider this room we are in together now. Is there anything about it that you would change or re-arrange or add to it to help you to feel more comfy and calm?



As Slow as a Snail

Introduction

Molly sees a lot of things that others in the forest miss. She glides along and notices new flower buds blooming, dew filled spider webs, and tiny ferns uncurling. Many other forest creatures miss these beautiful details because they are moving faster than she is. I wonder what it might feel like to slow down a bit like Molly Snail?



Audience

Kinder or Primary school aged children

Activity

Let's go outside to our nearest patch of grass and run from one end to the other end. We could pretend that we are cheetahs running fast.

- How many insects and birds and other garden creatures did you notice as you ran?

Now let's sit on the ground and count to ten. Then, for three minutes let's move slowly, like Molly Snail and look around and see what we see.

- How many insects, birds and other garden creatures can we notice when we travel like Molly?
- We might even spy one of Molly's cousins or friends or a snail trail as we look around?

- What does it feel like to slow down and travel like Molly Snail?



Snail Trails

Introduction

Snail trails are like silver threads that tell about the lives of snails. Threads that leave a trace. All of our lives leave traces. Imagine if we were all snails the overlapping, criss-crossing lines of our trails that we would leave in the world.

Audience

Primary school aged children and older

Materials

- A container of different types and colours of threads- eg. string, cotton, wool, ribbon, raffia, silk, lace, elastic, ric rac, valcro lengths, etc.
- Scissors, A big piece of paper and PVA glue

Activity

Choose from the container of threads one that could be your thread. Choose from the container of threads others that could represent people who are important to you.

Get your big piece of paper.

Play around with how your thread and the rest of the threads that represent your important people go on the paper?

How long are each of the threads? How do they sit on the paper?

Dip your threads into PVA glue and then place them on the page where they feel right. Let the glue dry.

Stand back and look at the trails in your life. How does that feel to you?





Sharing Love and Kindness

Introduction

Percy Bee doesn't collect pollen from flowers like other bees, he collects the little bits of extra love and kindness that fall out when people show care towards one another. (See Percy's Collection of Love and Kindness e-book) How do you share love and kindness in your family?

Audience

Kinder or Primary school aged children

Materials

- A small packet of craft Pom Poms (like Percy's pom poms in his back pocket)
- Paper, drawing implements and glue to make a card or picture.

Activity

Here are some 'Love and Kindness' pom poms from Percy for you to share with people you know.

Is there anyone that you think you would like to share some love and kindness with? Is there anyone that you think could use some extra love and kindness right now?

You might like to make a card or draw a picture for someone in which you tell them something kind or loving. You could add some Love and Kindness pom poms in the card or stick them onto your picture.

You could share your card or picture with the person, or get your parent/carer to help you share your card or picture if you need help to get it to the person.



A Treasure Hunt

Introduction

Percy has little bits of love and kindness in his back pocket- they look like little pom poms. He collects these little bits of love and kindness and takes them back to his hive to mix in with the honey and that's what makes it sweet. Maybe you and your parent/carer could help Percy go on a treasure hunt for more?

Audience

This activity is for kinder to mid-primary school aged children and their parent/carer.

This activity is a companion to 'Percy's Collection of Love and Kindness' e-book that children might like to read before introducing the following activity.

Talk with the parent/carer before the session to ensure that they can think of five times when love or kindness was shared in the family that involved the child.

Materials

- A small packet of craft pom poms from a \$2 shop.

Activity

Before the child enters the space hide 5 pom poms around the room.

When the child and parent/carer enter introduce Percy and talk about his Love and Kindness pom poms in his back pocket. (You could read the e-book 'Percy's Collection of Love and Kindness'.)

Explain that there are more pom poms around the space and Percy needs some help to find them.

Invite the child to fly Percy around the space to look for pom poms together.

Support the child to show the collected pom poms to her/his parent/carer.

Encourage the parent/carer to look at each pom pom and recognise it as coming from of a time when love or kindness was shared with the child. Encourage the parent/carer to re-tell the child about each time love or kindness was shared.



Buzzy Breaths






Introduction

Have you ever heard of buzzy breaths? Percy bee knows about them. He uses them to help himself calm down when he feels stressed out. It turns out they work for people as well as bees.

Audience

For kinder and primary school aged children

Activity

-  1 Lick your lips
-  2 Put your lips together and hum as you breath out until you run out of breath
-  3 Take a breath
-  4 Lips together again and hum until you run out of breath
-  5 Repeat 5 times

Option: For a more intense feeling, put your palms over your ears as you do this activity.
Notice how the sound seems louder and the vibration around your mouth feels stronger.





Story Time with Percy Bee

Introduction

Percy bee has antennae with hearts on the end of them. This helps him to tune into stories that involve love and kindness. Percy lives for love and kindness. It's what keeps him going. (see Percy's e-story 'Percy and his Collection of Love and Kindness') I wonder if you have any stories of love and kindness from your life that you could share with him?

Audience

Primary school aged children

Activity

This activity is for use with a child, or a child and their parent/carer.

Take a few minutes to think about a time in your life when someone shared love or kindness with you. It could have been a family member, or a friend, or a teacher, or someone else?

Percy is attracted to these kinds of stories. I bet he would love to hear your story. See him buzzing over to you. You could sit him on your lap as you tell your story. See his heart antennae stand up as he tunes into your words.

Your parent/carer might have a story of love or care that involves you to share with Percy as well.

I bet there are extra bits of love and kindness that Percy can pick up from the ground when these stories are shared.

Option: If you would like to make this activity into more of a game, challenge participants to tell their story in just 3 minutes, because Percy hasn't got long to buzz around people looking for bits of love and kindness before he has to get back to his hive



Feelings Bee Ball

Introduction

Percy is a round shaped little bee- like a bee ball. He loves nothing more than bouncing from place to place meeting new people. One of the reasons that Percy is interested in meeting new people is because he wants to learn more about 'people feelings.' He and his bee family have bee feelings and he wants to know if they are the same as 'people feelings?' Maybe we can help him.

Audience

Primary school aged children and older. Useful for individual, family or small group sessions.

Activity

Before the session write down some age appropriate feeling words on little slips of paper. Fold them up and put them in Percy's back pocket. For younger children, you could use feeling faces pictures that you draw or find on the internet.

When you are ready to begin the game, depending on how many participants are playing, sit together or in a circle.

Start the game by someone picking a feeling word or picture from Percy's back pocket. Without the person showing the others what's on the paper, they should try making a face that shows the feeling. See if the people around can guess the feeling they are trying to show without being told what it is. Then reveal to the other players the feeling face or word on the slip of paper.

Throw Percy Bee ball on to the next player who repeats the activity before throwing him on to the next player, etc. If there are only two people playing, throw him back and forth between you.

Keep going until all of the feeling face slips are revealed.



Sharing Music with Percy Bee

Introduction

This activity relates to the e-story 'Percy Finds his Place.'

In 'Percy Finds his Place' we see Percy use different musical inspirations to help his friends and himself when there was work to do around the hive. We see Percy whistle, sing, hum, and rock out with an awesome air guitar solo!

Music and Rhythm have significant impact on the brain- creating regulation, focus, motivation, an opportunity to move the body, and recall important moments.

For this activity you do not need to be able to write a song (though you can), you do not need to be able to play an instrument (though you can), all you need to be able to do is talk, hum, and be willing to make some noise.

Activity Options



Notice a phrase the child or young person has said...now say that phrase over and over again. You will notice after a few times it will begin to move into a rhythm. From this rhythm you can move to humming or singing. You can make a dance, sing it out loud, even come back to the phrase in future sessions.



Wonder with the child what song Percy sang to motivate the other bee's... what could it have been? Ask the child do you have a favourite song that helps you to feel warm and happy on the inside? Maybe we could find it on the internet together and have a sing and a dance?



Air Guitar concert time! Let's find a song on the internet that we can rock out together to on our Air Guitars.





Noticing Kind and Loving Moments

Introduction

This activity relates to the e-story 'Percy's Collection of Love and Kindness'

Percy invites everyone to notice and acknowledge kind and loving moments.

Activity Options

This activity is well suited for a group setting, although it could be used in a family environment.

After reading 'Percy's Collection of Love and Kindness' give children a collection of hearts to hand out to those they see being kind or loving.

The teacher/practitioner/carer could also have hearts they could give out.

Option: Instead of hearts, give out little collections of pom poms like Percy has in his back pocket and when someone sees a kind or loving action they can add a pom pom to a jar. When the jar is full children get a special honey jumble biscuit, or honey joy, or 'Flight of the Bumble Bee' inspired dance party.



The Next Best Step

Introduction

This activity relates to the e-story 'Percy & Amina'.

There are many ways to be lost, lost in thought, lost in grief, geographically lost, lost in the family, lost at school, lost in life, lost in a good book, lost online, lost in love.

Percy lost his orientation for a while in his story and it was aspects of his relationship with Amina that helped him find his way home.

How do we find our feet and feel grounded enough to make the next best step when we feel lost? How do we help our brain remember- who we are, where we have been, and who can be a helper to us?...

Activity

Following is- A Plan to follow when you start to feel Lost

You are welcome to have a go at the plan to try it on and see how it feels. You might have ideas about how to change it so it fits you better? Feel free to make it your own.

Grounding First

- Sensory Check-in, Acknowledge 5 things you can see, 4 things you can hear, 3 things you can touch, 2 things you can smell, and 1 thing you can taste. Say them out loud if you can.
- Focus on your breath- Breathe in for 3 counts and out for 4 counts- then repeat
- Stretch your body and gently move around

Considering the Next Best Step

- Acknowledge you have made it through previous hard times.
- In your mind call on someone or something to be beside you that has comforted you in the past.
- Consider who can be a helper to you right now?
Get in touch with them to help.





The Languages of Love and Care

Introduction

This activity relates to the e-story 'Percy's Collection of Love and Kindness.'

Some years ago Dr. Gary Chapman came up with the idea of 'Love Languages', to categorise a number of general ways that people prefer to express and experience love. His work outlines Five Love Languages of Children. These Love Languages were referenced in 'Percy's Collection of Love and Kindness.'

Activity

Consider each of the examples of the Five Love Languages on the 'cut-out' ready page.

Can you think of times when you have given out love or care like the characters in the pictures?

Can you think of times when someone has given you love or care like the characters in the pictures?

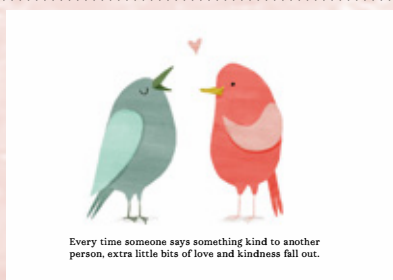
Cut out the character's pictures and order them from the one you like to experience the most to one you like the least?





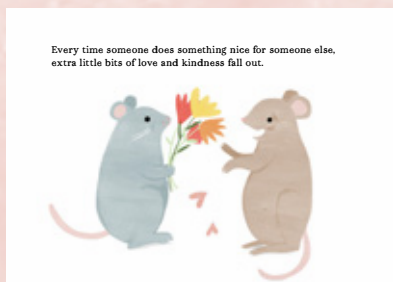
The Languages of Love and Care

Cut out and arrange each Love Language from the one you like to experience the most to the one you like the least



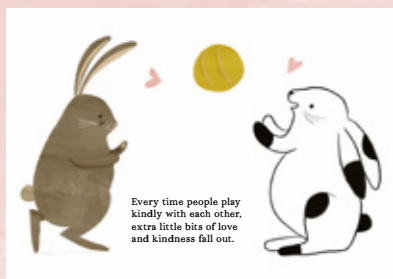
Words of Affirmation

Using kind words to show that you care about the person.



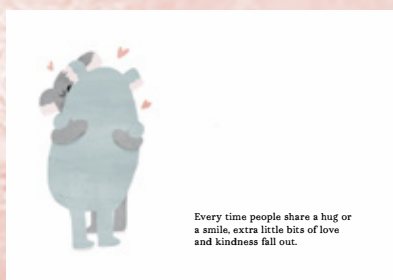
Acts of Service

Helping someone by doing something nice for them.
Eg. Making them a snack, or helping them to clean up.



Quality Time

Spending time with someone. Eg. Playing games together or doing activities together.



Physical Touch

Showing love or care with your body. Eg. Holding hands, high fives, or hugs.



Receiving Gifts

Giving presents that you think someone might like to show them your love or care.





Very Important Helpers

-Ellen-Morty-Ollie-Susan-Percy-Molly-

“When I was a boy and I would see scary things in the news, my mother would say to me, “Look for the helpers. You will always find people who are helping.”

Fred Rogers

Introduction

In each of our stories you are introduced to a main character and their helpers: Small Bunny, Mabel Bird, Hazel & Edna Magpie, Amina Bee, Queen Bee, Franco Sloth, Sweetie Sugar Glider, Harvey Worm, Jean-Pierre Orangutan, Babbling River, and Jin Butterfly.

As Fred Rogers says “You will always find people who are helping”.

This activity is designed to help children and young people name the helpers that feature in their stories.

Activity

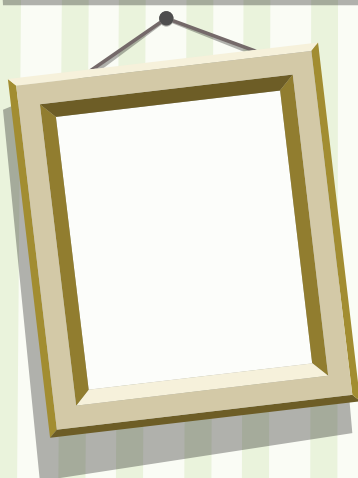
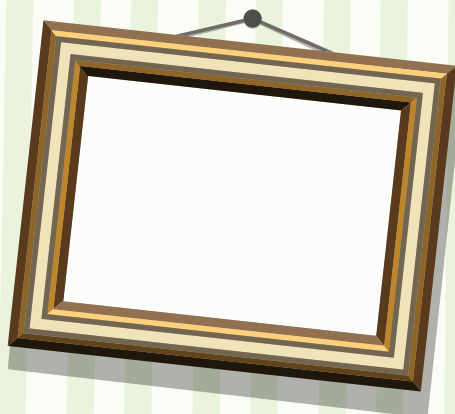
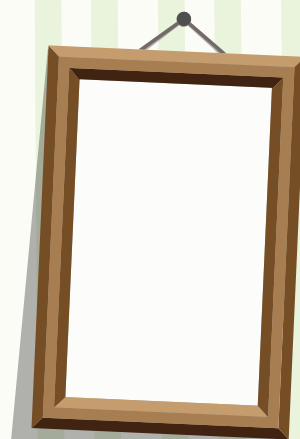
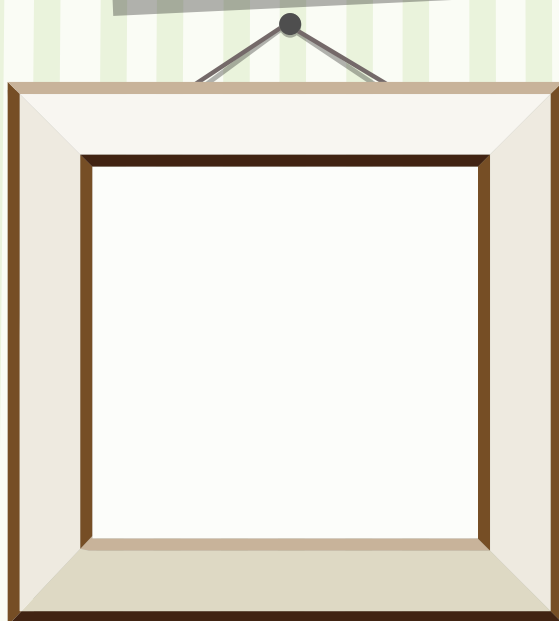
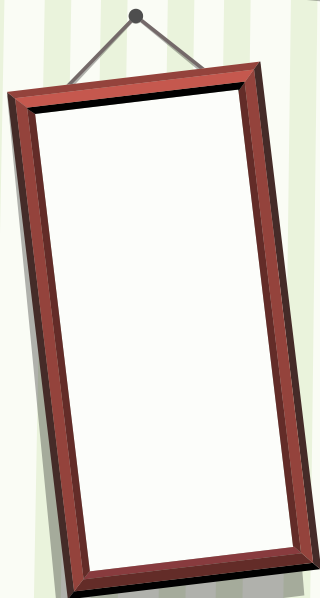
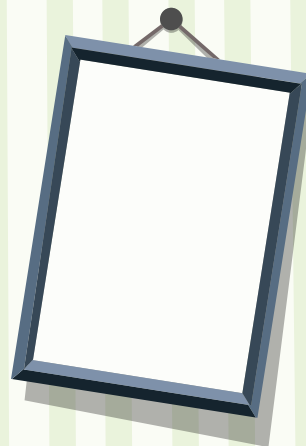
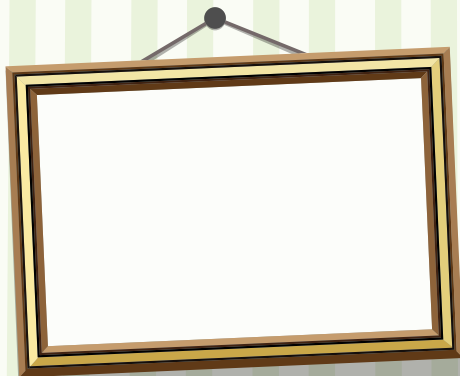
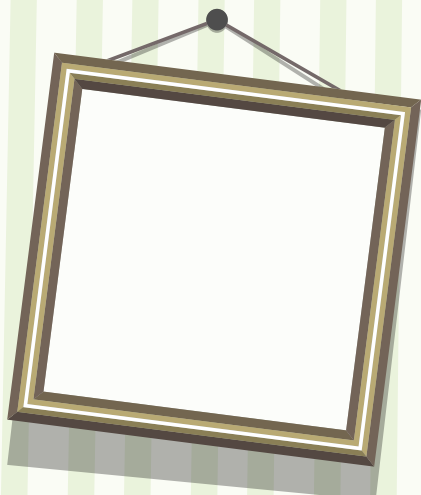
In the great halls of important places like our Parliament are fancy frames holding the photographs and paintings of Very Important Helpers. For this activity you get to imagine a great hall of your own and some beautiful picture frames ready for pictures of your ‘Very Important Helpers’. Don’t forget some of our VIH’s are in our world for a short time, and some are here for a long time. Also, someone might be an important helper to you even though they are not around anymore.

Use the Fancy Frames page to draw/paste photos and name the Very Important Helpers in your world:





My Great Hall of Very Important Helpers





Molly's Family

Introduction

A collection of snails is called a **Walk** of snails. This activity is designed to invite children to consider Molly Snail and her family in relation to the child's own family. How are they the same? How are they different? This activity allows for the child to project characteristics of their family environment onto Molly and her family members.

Activity

I wonder what each snail in Molly's family looks like?

I wonder how each of Molly's family members move?
Let's have a go at moving like they might.

I wonder where they go to work/school?





Molly's Family

Activity

I wonder what their favourite foods are?

I wonder what the family like to do together?

I wonder what patterns they like to make with their silver, shimmery lines?



The Distraction Back There

Introduction

This activity relates to Molly Snail's e-story 'A Home Away from Home.'

In 'A Home Away from Home' Molly made a distraction to give Harvey Worm a chance to move to safety. Many children who have experienced trauma, particularly Family Violence, have tried to protect those that they love. Distractions can be used by the child or young person to provide a circuit breaker to unwelcomed events.

Audience: This activity is designed for use by practitioners to aid conversations with children that they are working with therapeutically.

Activity Options

- Read- 'A Home Away from Home' with the child.
- Note- On page three and four of the story we see Molly throw a rock to distract the Giant Bird from eating Harvey Worm. Distractions attempt to remove attention from one thing on to another. Molly used the distraction to give Harvey Worm a chance to move to safety.
- Ask- Have you ever had to provide a distraction to keep you or someone you know safe? A friend- a sibling- yourself? If so, on the other page (provide edited page from 'A Home Away from Home') can you draw a picture or write some words about your story?
- Say- After Molly threw the rock she ducked into her shell- how smart was that?! Sometimes when we do something brave it can make our bodies feel like they need to hide. Has your body ever felt like that?



The Distraction Back There





A Snail Trail of My Day

Introduction

This activity relates to Molly Snail's e-story 'The Lost and Found Day.'

Children who have experienced trauma can find it challenging to remember details of their experiences and/or the order in which events happened. This activity assists to build the skills of remembering an experience—beginning, middle, and end. In 'The Lost and Found Day' Molly flew into the sky looking down on where she had been that day. Below her was a shimmery silver line that showed her movements through the day, via her snail trail. What if we invited a child to remember where they had been that day by drawing their own 'snail trail of the day.' This line could be a map of the physical places the child has been to or it could be an 'emotion map' showing what the child has felt across the day.

Audience

Children or young people able to grasp the concept of 'a line' representing movements within their day.

Activity

When Molly was flying high in the air with Sweetie Sugar Glider she could see the silver, shimmery silver line she had left across her adventurous day.

Imagine if you had left a shimmery silver snail trail behind you today.

Could you create a snail trail of your day?

Some Snail Trail Options

- On white paper use white crayon for the line and then water colour paint over the top of the page to highlight the line on a page.
- Use a glitter pen or silver paint pen to create a sliver, shimmery line of your day.
- Use a ball of yarn or string to create a trail in the space around you. Different pieces of material could be tied along the line to represent events or feelings that emerged during the day. The child or young person could also use body movements to express different parts of their day as they go along the line.

